

# ***A Study of Value based Practices in some Selected Schools***

**Gursharan Kaur Joneja**



**Department of Educational Psychology and Foundations of Education  
National Council of Educational Research and Training  
Sri Aurobindo Marg : New Delhi – 110016**

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***(Report based on Privately Managed Schools)***

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# ***CONTENTS***

Chapter 1	Introduction	1-8
Chapter 2	Review of Related Literature	9-11
Chapter 3	Methodology	— 12-13
Chapter 4	Value based Practices in Schools	14-64
	<ul style="list-style-type: none"><li>• Sardar Patel Vidyalaya, New Delhi</li><li>• Uttam School for Girls, Ghaziabad (U P )</li><li>• Blue Bells Model School, Gurgaon (Haryana)</li></ul>	
References		65-67
Appendices		



## ***Preface***

Today, there is concern for imparting education in human values all over the world. Educationists and thinkers from different backgrounds and walks of life have voiced in favour of value education for students right from the beginning stage in schools. Presently, there is emphasis and to a large extent consensus among all those associated with education on providing value education through all the school subjects, activities, experiences and through the total environment of the schools. Efforts are being made to investigate the value inculcation programmes and strategies followed by different types of schools like schools run by government individuals, trusts and by different organizations and sects based on their philosophies etc. to see the effectiveness of their programmes. The present study is also an attempt in this direction. It attempts to find out the value based practices followed by some privately managed schools which are established by individuals/societies or trusts and are not based on any religious or philosophical approach.

I wish to acknowledge my sincere thanks to Mr. Y. K. Magn, the Principal, Sardar Patel Vidyalaya, Lodi Estate New Delhi, Mrs. Asha Nair, Principal, Uttam School for Girls Ghaziabad (U.P.) and Mrs. Suman Gulati, Principal Blue Bells Model School Gurgaon (Haryana) for being kind enough in granting us the necessary permission, help and cooperation to carry out the study in their respective schools.

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**Gursharan Kaur Joneja**



# **Chapter 1**

## ***Introduction***

The beginning of the new millennium has witnessed the concern for erosion of values and the need for efforts to make resuscitation of values the world over for human survival and progress of nations. The Report of UNESCO International Commission on Education in 21<sup>st</sup> Century entitled “Learning The Treasure Within” (1996) which reflects on education in the 21<sup>st</sup> century in the global context has painted value education with a broad brush. It emphasizes the need for inculcation of core universal values such as human rights, sense of social responsibility, social equity, democratic participation, tolerance, co-operative spirit, caring, creativity, environmental sensitivity etc.

M M Luther (2001) pointing towards a variety of problems created by global economic and social order observed that the social scenario throughout the world presents a grim picture of tensions and lurking dangers of upheaval. According to him all shades of evil have found moorings in global society resulting in its decadence. As a result value education has been adopted by many of the prestigious institutions like Harvard University, as an essential ingredient of teaching. Like Luther, Dhokalia (2001) also blames materialistic pursuits as responsible for value erosion and ills in society. He observed that ‘what accounts now for a sharp erosion of values in all spheres of life today in our country, as well as elsewhere, is that the parents, the family, the community, and civil society have left the responsibility of inculcating values in young ones entirely to the formal educational institutions’. Sharing the similar concern for value erosion and responsibility of school for development of values, earlier Rajput (2000) remarked that ‘In a global scenario of erosion of values, it would be difficult to have individuals in society who would strive to halt the process of value deterioration, unless and until schools produce young persons with the right aims and objectives of human life’. Most of the contemporary writings on value education echo the similar opinion on role and responsibility of school in providing value education.

In India, values are always considered to be an integral part of all human beings. The importance and meaning of values in one's life is suitably reflected in Dutt's (1996) statement :

"Values impart significance to life and meaning to death. Without values, life becomes a series of meaningless events and death a shattering experience"

The subject of value education has been considered important in India and values in education are as old as education itself. Education in Indian system since the time of 'Gurukul' system emphasized primarily on building of students' character. Therefore, there used to be inseparable relationship between education and value education which thinkers began to realize. In the words of Swami Vivekananda

"Education is not the amount of information that is put in your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas. If education is identical with information, libraries are the greatest sages of the world and encyclopedias as rishis"

The present concern for value erosion and emphasis on inculcation of values is due to the changes taking place in the education system. The education system right from the school stage to college and university has become over the years a process of transmission of knowledge and passing the examination and not for development of values and character. This weakness of education has brought only cognitive development and neglected affective learning which is responsible for value development. Realising the seriousness of the problem and visualizing consequences of lack of essential values among students for society and nation, various education commissions and committees emphasized the need and importance of value education. However, they were not against modern education. As Education Commission (1964-66) observed that modernization must derive strength from the strength of spirit. Thus emphasizing the need for blending modernization with values. Similarly NPE (1986) also emphasized the basic values with modern values of critical thinking and scientific temper.

## **Importance of School for Development of Values**

Values are acquired from various social groups such as family, neighbourhood, educational institutions, peer group etc (Hoover, 1972) and get influenced by experiences, desires and specific situations. It is often assumed that values, once formed, are stable throughout life, though exposure to new information and experience is influential in value change long after adolescence. (e.g. Rokeach, 1973) The process of value development begins very early as children start imbibing values at a tender age in the home atmosphere. The school stage is the most impressionable stage of development. While out of school experiences may be equally or perhaps more important, the importance of school experiences need not be under-estimated, particularly because these are the experiences which are under our control and which can be structured for the best possible results (Bhagia, 1986). That is why all those concerned with value education are of the opinion that educational interventions should be planned for various school stages right from the primary school stage. There are certain values which can be inculcated in small children enrolled as early as at the age of four. According to Chavan Committee Report (1999), 'Values like respect for parents, elders and teachers, truth, punctuality, cleanliness and courtesy can be easily inculcated among small children. They can also be sensitized regarding gender equality'

Rajput (1999) emphasized that curriculum in schools should attempt at development of non-cognitive areas of learning with emphasis on key qualities for personal and social growth. The key qualities are – regularity and punctuality; cleanliness, industriousness, sense of duty and service, equality, cooperation, sense of responsibility, truthfulness, and national identity. He also observed that the futuristic perspective on values and curriculum should relate to development of the desirable core of universal values such as value of social equality and democratic participation in decision making, understanding and tolerance of cultural differences and pluralism, spirit of caring, cooperation, enterprise, creativity, sensitivity to gender equality, open-mindedness and sense of obligation to environment protection and sustainable development.

The importance of school years and expectations from the schools for inculcation of values among students led many institutions and educationists to

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identify values which could be inculcated among school students. The number and classification of values available in the value education literature are many. According to Taneja (1986) the number of values ranges from three (Satyam, Shivam, Sundaram) to 83 (reportedly listed by NCERT). Ambasht (2001) gave an account of the values emphasized, in ancient Indian scriptures 'Rigveda' and 'Atharva Veda' the values mentioned by great men like Swami Vivekananda, Sri Sathya Sai Baba and Gandhiji, and the values highlighted in the preamble of Indian constitution, National Policy on Education (1986) and National Curriculum Framework for School Education (NCERT, 2000). He observed that the different values need to be inculcated at different levels of school education. Mentioning the list of 83 values prepared by NCERT (1979) and a list of 50 values identified by Central Board of Secondary Education (1986) as "too many" values he gave a list of 14 highly essential values for inculcation among learners at the secondary stage: Patriotism, dignity of labour, democratic spirit, respect for all religions, proper utilization of time and resources, service to others, cleanliness of the environment, courage, honesty, straight forwardness, endurance, recognition of diversity in social and cultural life, gender equality, selfless service. He emphasized that all these values can be broadly integrated and classified into five all inclusive values, namely, truth, righteous conduct, peace, love and non-violence. The Chavan Committee Report (Jan 1999) has mentioned these five values as core universal values which can be identified as the foundation stone on which the value-based education programme can be built up. These five universal values are linked with five domains of human personality-intellectual, physical, emotional, psychological and spiritual which are correspondingly correlated with five major objectives of education namely, knowledge, skills, balance, vision and identity. In addition to these, the Chavan Committee Report also lays emphasis on social values, national values, religious values, eternal values and value of unity in diversity etc. The National Curriculum Framework for School Education (NCERT 2000) also emphasizes all these values.

A Unesco APNIEVE Source book 'Learning to Live together in Peace and Harmony' (1998) has identified Core values of Peace, Human Rights, Democracy and Sustainable Development, and related values which support them.

The Central Board of Secondary Education (CBSE) in a National Seminar cum Workshop on Value Education organized in September 1995 prepared a list of values at various stages i.e. primary, middle – secondary and senior secondary level.

under five categories (a) Personal values, (b) Social values, (c) Cultural values, (d) Global values and (e) Spiritual values

Bhartiya Vidya Bhavan in a Seminar on Value Education for Bhavan's Schools (2000) has identified the following 'appropriate' values for different stages:

**Primary Level** · Cleanliness and hygiene, respect for parents, teachers and elders, truthfulness, obedience, and punctuality

**Middle level** Sense of duty and responsibility, dignity of work, simplicity, faithfulness, courage, freedom from envy and jealousy, self-confidence, self-help

**Secondary Level** Discrimination between right and wrong, respect for all religions, leadership, dependability, proper utilization of time and resources, service to others, humanism and love for mankind, creativity and scientific temper, national integration, secularism

Quite a few educationists (Hunt, 1975, Jangira, 1985, Ramji, 1986 and Verma, 1985) have made attempt to classify the values which need to be inculcated among school students. Commenting upon classification of values into different categories by various writers Ruhela (1996) observed that "All these are human values since they are all good things and they are concerned with human society in some way or the other. Of course, as many of them as can be aimed at and made use of should be fostered by education".

### **Imparting Value Education**

There have been several useful descriptions of methods and programmes for inculcating values (Raths, 1971, Frankel, 1977, Hersh et Al, 1980, Chazan, 1985; Hare, 1987; Damon, 1988, Thomas, 1989, Beck, 1990, Belangir 1993). There appears to be an agreement that mainly three approaches are used for inculcation of values

(i) **Direct Approach** This approach refers to inculcating values among students through a deliberate and systematic method. The schools in a specified time period allotted for inculcation of values try to accomplish the goal through the activities such as teaching values subject, lectures, discussions, silent sitting, thought for the day, group singing and story telling etc. Direct method is also labeled as formal method (Taneja, 1986 and Luther, 2000)

(ii) **Indirect Approach:** Indirect approach is used to inculcate values among students as a by product of teaching a particular subject and through the activities related to social service and community welfare, right discipline, participative experience in value actions through congenial school environment including personality of the teachers, etc

(iii) **Incidental or Integrated Approach:** This approach is used to highlight the values through subjects of teaching and all the other school activities thus utilizing every opportunity or incident for imparting value education

Reddy and Reddy (1992) observed that broadly three types of approaches have been suggested by various committees and commissions in dealing with inculcation of values among students. These include suggestions, participation/experience and example. According to the authors these also have been termed as direct and indirect methods.

The educationists differ in their opinion on the above mentioned approaches of imparting value education. The institutions which provide value education in a formal way have a belief that values can be taught. Jangira (1985) however is of the view that direct teaching of values means that there is a definite set of values or in other words that values are prescriptive and static.

Dhar (2000) observes that teaching of values has to be direct and indirect but he favours the indirect method of inculcation of values as it produces better results in comparison to teaching values directly through the subjects. Majumdar (1983), and Shukla (1983) also favour the indirect method for imparting value education as they believe that values are caught and not taught.

There is an other group of educationists (Dutt, 1986 and Luther, 2000) who are in favour of integrating both the direct and indirect approach. Dutt (1986) argues "If morality cannot be caught it also cannot be taught". He observes that formal teaching and discussion becomes relevant only when some good example is available to youth. Taneja (1986) opined that all the three strategies – formal (direct), non-formal (indirect) and informal channels (incidental) – working simultaneously will bring rich dividends. Thus, the issue 'how to impart value education' have long been debated by educationists and thinkers.

The Indian Education Commission (1964-66) emphasized that consciousness of values must permeate the whole curriculum and the programme of activities in the school (p-358). Presently there seems, to be consensus among large number of

writers (Bhagia, 1986; Dhar, 2000, Gupta, 1997, Joshi, 1986, Kamath, 2001, Kishore, 1990; Luther, 2000; Seetha Ram, 2001; Seshadri and Wadhera, 2000) that value education can be imparted effectively through all the school subjects, and activities and school atmosphere without having any special programme or special resources UNESCO/APEID-IER-A joint study of Asian countries held at Tokyo, Japan also concluded that the moral education based on developmental levels of children has to be connected to all the subjects and activities in school. Similar suggestion was made in Eighty First Report on Value Based Education (Rajya Sabha Secretariat, 1999). The National Curriculum Framework for school education (2000) strives to accomplish this task.

The programme on value education developed by Bhartiya Vidya Bhawan (2000) and Central Board of Secondary Education CBSE, (1997) are also based on the above mentioned view point. Bhartiya Vidya Bhawan (2000) accepts the view that value education can not be taught in isolation, it must be made an integral part of all meaningful educational activities. It carries out value education in the school in the following three formats -

- (i) Studies in Indian culture (through stories, biographies, yoga education, music, performing arts, commercial arts, photography, sculpturing, word craft, films, and teaching of Sanskrit language etc.)
- (ii) Special projects and programmes (social awareness camps, community service programmes, campaigns, leadership cum national integration camp, information and awareness programmes on various issues related to environment, human concerns and national problems, cultural functions)
- (iii) Co-curricular Activities (morning assembly, prefectorial system for organizing the school activities, school ethos, faculty development and collection of resource material etc.)

CBSE (1997) stressed that it is very difficult to create a direct or explicit curriculum for value education for it becomes rather rigid and insensitive to the immediate needs of students. Hence the learning environment or situations developing desirable attitudes and values can be seen in the entire curriculum, in teaching strategies adopted in the class as well as in the subject matter. The CBSE has advocated a Three-Tier Approach which includes

- (i) Values from the content areas
- (ii) Co-curricular activities- Activities like literacy classes, taking part in the girl guide or scout movements painting, music, dance and the activities involving team work regular effort, fair play and sportsmanship
- (iii) Other School Activities Assemblies, school days plays, campaigns election for school leaders, camps, newsletters and campaigns for literacy, polio immunization environmental awareness etc

There are a large number of schools and other institutions belonging to various sects, communities and societies where value education is imparted According to Bagchi (2001) there are about 5000 such institutions belonging to various — and religions which are working in the area of value education These educational institutions follow programmes and practices based on their philosophies. Some of the organisations and educational institutes are:

- Shri Ramakrishna Mission
- Bhartiya Vidya Bhavan
- Sri Sathya Sai Organisation
- Arya Samaj Institutions
- Rishi Valley Society
- Chinmaya Mission
- Rishi Valley School (based on J Krishnamurthy's philosophy)
- Jain Community Institutions
- Minority (Religions) Institutions following Christian, Muslim and Sikh approach
- Ramakrishna Institute of Moral and Spiritual Education (RIMSE), Mysore (follows principles of Sri Ramkrishna Parmahansa)

All the schools even if they do not follow a particular approach/philosophy try to inculcate values in students through various school activities in their own way As all the schools activities have potential for development of values it is the inputs and the methods applied to organize various activities which play an important role in development of values in students A meaningful study on the approach/practices followed by different schools can serve as a guide for other schools The present study is a step in this direction It attempts to find out the value education practices followed by some privately managed schools in order to draw out some meaningful implications for the schools

## Chapter 2

# ***Review of Related Literature***

The process of schooling and school education system play a significant role in the lives of students. The schools can inculcate good values in a child through day-to-day teaching, collective initiative and through co-operation of every one in the school. Such type of an experiment was done successfully in USA in 1947 which was published in the volume "Spiritual Values in the Elementary Schools- The Twenty-Sixth year Book" (1947) by the National Elementary Principal, a Bulletin of the Department of Elementary School Principals. In an article 'A Delayed Book Reading' (Uppal, 2001) on the above mentioned publication, the author has narrated experiences from the reports presented by the Principals in 1947, based on their achievements, which emerge from initiatives taken by them collectively and carried out through co-operation of everyone in the schools. However, there are not many studies/experiments of this kind found in literature. Nanda (1997) after review of researches on value education including doctoral, M Phil level and independent researches conducted between 1984 and 1992 observed that "the field of value and value education in India is still by and large, virgin and innumerable research studies need to be undertaken by scholars in the various foundational disciplines of education. The author also pointed out the need for studies on the different value education approaches prevailing in our country.

Pinkeerani (1981) carried out a comparative study of the behaviour of students from schools providing formal moral education and those without formal moral education. The findings suggested that the overall behaviour of the students without moral instruction was significantly poor and different in comparison to the students who received the formal moral instruction. The study also revealed that 77% of parents, 67% of the teachers and 83% of the students suggested need for a compulsory school curriculum for moral education consisting the examples from different religions and lives of great characters.

Sarangi (1994) studied the bases and implications of moral education in schools. His objectives was to study the extent of utilization of moral education and the interest of children in moral education. The information/opinions provided by Head teachers were summarized as given below.

- There is necessity to impart moral education from primary school level
- The theme of prayer organized by all the schools under study are 'self-control', God and Goddess and 'nationalistic feelings'
- The activities in morning assembly include speech on moral education, stories on specific character, inspiring messages from culture and literature
- Guest lectures, discussions, social service programmes are organized for awakening moral values and instilling good behaviour, cooperation and helpfulness among children
- Special period of moral education is taken by specially trained teachers
- Moral talks and question – answer methods are useful in imparting moral education
- Newspapers, magazines, radio broadcast and tapes are used by teachers for moral education

The opinions of students and their interest in moral education was summarized as follows

- Morning prayer on 'Self-control' is desirable
- Moral education should be carried out in schools through discussions and moral talks in a special moral education period
- All subjects of learning are suitable for moral education

Nanda (1997) conducted a sociological study of the value education approaches of 12 schools of the different religious sects and Missions to see their effectiveness in promoting human values and concluded that

- (i) Jain approach as implemented in the particular institution selected for study is rather parochial and uninspiring and is not suitable for universal application
- (ii) The EHV model as implemented in Sikh school can not be recommended for universal application as there is little in it which may be called as distinctive feature of its EHV programme
- (iii) The model of value education as in operation in the Christian school is surely worth of universal replication
- (iv) The Al-Farah school, Secunderabad (A P ) has value pattern which is particularistic and parochial
- (v) Ramakrishna Mission's Approach-The model of EHV implemented in Ramakrishna Mission school is functional and is fit for universal application
- (vi) Arya Samajist Approach - The teachings and rules of Arya Samaj constitute the theoretical framework of their EHV programme of this particular school is not as impressive as one would expect and therefore the impact of this programme of their students is just a little
- (vii) The Sadhu Vaswani's Approach - The approach is sophisticated which deserved to be implemented universally in our country as well as in other countries to infuse humanism in tune with modernity in the growing minds and hearts

- (viii) Sri Aurobindo Approach has a unique model of EHV which deserves to be emulated and adopted by all progressive schools in India and abroad
- (ix) Sri J Krishnamurti's Approach - The wholesale adoption of this model of value education is neither desirable nor feasible. However, many of its distinctive ideas, features and practices deserve to be blended with other prevailing ideas and practices in school to provide a real meaningful and functional education to the students
- (x) Bhartiya Vidya Bhawan's Approach - The school tries to project itself as pioneer in EHV movement, by organizing seminars, lectures etc but there is not much of originality, distinctiveness and functionality in their EHV model as is being implemented. Its only feature is that it emphasizes Bhartiya Culture
- (xi) Sri Chinmayananda Approach - The value education model is interesting but not very impressive and may not be considered suitable for universal application
- (xii) Sri Sathya Sai Approach - Sai approach to Value education is indeed very enlightened and functional and worthy of universal application

Bagchi and his associates (2001) conducted a study of school practices in value based education at primary level. The study included City Montessori school Lucknow (UP), Dev Samaj Vidya Niketan School, Gurgaon (Haryana), The Mother's International School and Matri Karuna Vidyalaya, New Delhi, Jamea Rahmania, Varanasi (U P), Saraswati Shishu Mandir of Vidya Bharti, Lucknow (UP), Vimal Vidya School of Jain Vishva Bharti, Ladnun (Rajasthan)

The case studies of the above mentioned schools presented by the investigators describe the philosophy of each school and value based practices. However, the investigators have not drawn conclusions or implications of the practices for other schools. The review of countable studies in the present chapter highlights the pressing need for studies in the area of value based practices/approaches followed by different institutions and dissemination of useful information for the benefit of large number of institutions.

## Chapter 3

# ***Methodology***

The present study aims to explore value based practices followed by some selected schools.

### **Specific Objectives**

- To find out the practices followed by privately managed schools to inculcate values among students.
- To explore the objectives, inputs, and methods etc of the prevailing practices
- To draw out meaningful implications for schools to inculcate values among students

### **Sample**

In order to study the value based practices a purposive sample of three privately managed schools in the state Delhi, Haryana and U P was taken. These schools were considered to make efforts for providing value education to students without following any particular philosophy or approach. Another reason for taking these schools for the study was the willingness and co-operation to provide information required and to let the investigator make observations.

### **Tools**

It was planned to collect information on the value based practices through interviews of the principals and teachers actively involved in various school activities and through observations. Therefore, three schedules – an interview schedule for the Principals, an interview schedule for in-depth interview of the teachers and an observation schedule were prepared. (Annexure I to III)

### **Procedure**

To begin with, information from the schools available in the print form such as school prospectus, calender, magazine, prayer book, schedule and reports of various activities etc. was collected. Field visits were undertaken to interview the school principals and teachers teaching various subjects and actively involved in organisation of various activities in the schools. About 8 to 10 teachers in each school were interviewed. Detailed information about the objectives, various inputs and the methods followed for organisation of different activities was collected from teachers. The teachers could also provide information about values developed

through different activities. The observations of various activities including school assembly, sports, music, independence day, teachers' day, grand parents day, cultural activities, drawing, painting, rangoli, leadership camps etc were made. Observations were also made about overall school environment, cleanliness, discipline, drinking water and canteen facilities, laboratories etc. The information collected was consolidated and case studies of the schools were prepared.

### **Limitations**

The study has some limitations. Firstly, it is limited to only three privately managed schools. Secondly, the information has been collected through interviews of the school principals and teachers, through observations and the materials provided by the schools. The recipients of the school activities and programmes were not included. However, the study does provide a valuable information on value based practices in the schools.



## Chapter 4

# ***Value based Practices in Schools***

### **Sardar Patel Vidyalaya, New Delhi**

Sardar Patel Vidyalaya located in Delhi is a public school founded on 1<sup>st</sup> April, 1948. It is a co-educational institution. The school is up to Senior Secondary (10+2) level. The institution was established commemorating the memory of the great national leader and first Deputy Prime Minister of independent India, Sardar Vallabhbhai Patel. The basic motive behind establishing this school was firstly to keep alive the Gujarati culture and heritage by providing suitable facilities to the children of Gujaratis living in Delhi but the overall aim was that its pupils should be Indians first and foremost without any regional bias. The ultimate objective of the school is to produce young citizens who would not only be bilingual but equilingual in Hindi (the national link language) and English (the international link language). The school represents a secular tradition and as a conscious policy has teachers and students from all regions of the country and from different faiths.

The school building is big, spacious and clean and the atmosphere is peaceful and serene. The school consists of a large auditorium, well-equipped laboratories for physics, chemistry, biology, home science and geography, a science activity centre, a computer unit, a spacious library with over 20,000 volumes, wood-craft workshop, rooms for music and art, halls for badminton and table-tennis, a studio for clay-modelling, batik and provisions for ikebana, bakery, cookery and food preservation, a counselling unit, staff rooms and a well stocked canteen. To the south of the school building is the main playground for playing cricket, football, volley ball, basket ball.

The school is divided into three units as segments i.e. (a) Nursery and Junior School up to and including class V (b) Middle school VI to VIII (c) Senior Secondary, beginning with class IX and terminating with the final all India Senior Secondary Examination of the Central Board of Secondary Education at the end of class XII.

The special feature of the school is concept of 'Student Executive'. The other features include emphasis on academic excellence, sports, character development

and social service. Learning is often promoted through group activities. No corporal punishment or humiliating a student is permitted. Discipline means educated response, and not the pin-drop silence. On the teaching faculty, the school has members belonging to a great number of states of the country and representing most of the faiths. The institution attempts to function as a big family. The school also has a guidance counsellor. The support staff members are addressed respectfully as individuals rather than the feudal namelessness of the designation "Peon", "Class four" or "Sweeper". The teachers participate in the workshops and orientation programmes for their professional development which makes them innovative and dynamic.

The school teachers stay after the formal school hours and provide coaching to the weak students in the school for a limited period. External help, if required, is also arranged. However, the school discourages the students and parents for private tuitions.

### **Value Education**

The school believes that the children take their cue not so much from WHAT is said, as HOW it is expressed. Therefore, the value education is not imparted through lessons exclusively for morals. It is the very process of socialisation, continuous and all-pervading, permeating everything that is experienced by all – songs, plays, discussions, stories, passages for comprehension; books for rapid reading, titles for creative writing, themes for projects, the system of rewards, appreciation and punishment, programmes for thrift, re-cycling and a non-consumerist, non-competitive, non-aggressive ambience, and the way these are organised on democratic participatory lines for a maximum number to benefit from them. The school has not identified any list of values but has chosen to work within the framework of our CONSTITUTIONAL Values.

A brief presentation of the activities organised by the school including inputs, objectives and the values developed through these activities is given in the Table. The following description includes methodology and other details for different activities.

### **School Assembly**

Morning Assembly is conducted in a very disciplined way. The school assembly begins with the Mass Prayer where the students pray to one God, calling

him neither Ram or Rahim. They ask Him to inspire them so that they may accomplish their work, appreciate and respect Nature, build their inner strengths, value the warmth of the human heart and maintain a healthy environment. It purifies the heart and helps the students in dealing with different kinds of problems that they come across in life. The teacher who teaches the Bhajans attempts to develop in students the powers of concentration and will-power. Shlokes are sung by all the children in the tune with Music and are taken from Vedas i.e. Rig Veda and Atharva Veda. Besides this there are other activities held in the assembly like thought for the day, presentation of news, important announcements, silence for two minutes and National Anthem sung by all at the end of the assembly. Special assemblies are held on Teachers day, Diwali, Guru Nanak Jayanti, Id, Lohri, Makar Sankranti, Pongal and Hiroshima day etc. A special assembly week is also organized in the month of April, in which classes VI to XII enlighten others about Baisakhi, Good Friday, Mahavir Jayanti, Ram Navmi, Muharram and Ambedkar Jayanti. Special assemblies are also held in school on various festivals and important days from around the world. The idea is to help students to understand the unfamiliar, seek universalities that exist, and learn to relate to them.

### **Fine Arts**

Through fine arts, the students get opportunities for expression of their artistic talent in drawing and painting, flower arrangement, and rangoli. No particular themes or topics are given for drawing. The topics are selected by the students themselves through their observation of the objects, nature and from their memory. The teacher gives the guidelines to the students but does not impose anything on them. The students use a variety of media and adopt different styles for 'Rangoli' and other artistic activities and use their imagination and aesthetics to express.

### **Performing Arts**

Music is not a subject in the school but an activity. The teacher plays an active role in the school while teaching music to the students. All types of songs i.e. patriotic, seasonal, Bhajans etc. are taught to the students to arouse devotion,

**Activities organized at Sardar Patel Vidyalaya  
New Delhi**

S.No.	Activities	Inputs	Objectives	Values
1.	School Assembly  (Special assemblies to celebrate important national festivals and anniversaries).	<ul style="list-style-type: none"> <li>➤ Songs (Devotional song, seasonal song, patriotic song, cultural and religious song)</li> <li>➤ Presenting Story based on Values</li> <li>➤ News of the day</li> <li>➤ Thought for the day.</li> <li>➤ Community singing</li> <li>➤ Talk on themes of general interest</li> <li>➤ Silence for two minutes</li> <li>➤ National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>➤ To make the students feel the Universality of certain values and oneness of humanity despite the apparent diversity in modes of expression and structures of organisation</li> <li>➤ To encourage them to think independently.</li> <li>➤ To view festivals and rituals rationally as these may change with the changing times</li> <li>➤ To expose the students to the Multiplicity and richness of our heritage</li> <li>➤ To get the students to know and feel the</li> </ul>	Devotion Courage Hard work Oneness of humanity Discipline Citizenship Equality Integrity National Unity Punctuality Peace Patriotism Self dependence Self confidence Team work Cooperation Respect for different religions, regions and culture

-			<p>dynamic traditions of different regions and communities of our people,</p> <p>➤ To reflect on the universal values, to grow roots – in our history and mythology</p>	
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2	Fine Arts	<p>➤ Drawing and Painting (No specific topic is given to the students they are given liberty to draw and paint anything) of their choice if the Animal, flower, scenery, portrait, etc.)</p> <p>➤ Rangoli (Dot based, Kolam, flowing alpanas, Madhuban &amp; Nature, Flowers, any modern design, picture of lord Ganesh)</p>	<p>➤ To develop creativity and interest among students in the field of art</p> <p>➤ To have idea about the size and colour combination of different colours</p> <p>➤ To make them know how to handle the medium of colours freely and make them aware of surrounding.</p> <p>➤ To make them work independently on what they observe by themselves</p> <p>➤ To encourage them to understand certain symbols, why these are popular and</p>	<p>Creativity</p> <p>Imagination</p> <p>Observation</p> <p>Freedom</p> <p>Aesthetic value</p> <p>Happiness</p> <p>Cleanliness</p> <p>Admiration</p> <p>Appreciation</p> <p>Curiosity</p>
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			regarded holy ➤ To help them express their imagination aesthetically	
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3.	Performing Arts	➤ Drama— (based on Communal harmony, health, hygiene) ➤ Short play / skit on teenage problems, political scenario personalities/ public figures ➤ Music (theme based on plant, animal, seasonal song, Patriotic song, Devotional song) ➤ Dance – (Folk Dance and Folk Music)	➤ To bring about all round development of personality. ➤ To develop divergent thinking and expressive powers ➤ To make students receptive so that they could develop more listening power ➤ To make them aware about the current affairs in the nation and also around the world	Concentration Constructive thinking Good human being Good citizen Faithful Trust Good habits Ambitious Self confidence Pleasure Patriotism Creativity Cultural values (sense of identification and proud in culture) Protection of environment Team work Appreciation
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4	Literary Activities	<ul style="list-style-type: none"> <li>➤ Debates topics like – Human rights, Girl child, friendship, human spirit or any current issue i.e., Terrorism in the current scenario, Population explosion in India</li> <li>➤ Stories – Story writing and story telling</li> <li>➤ Poems–writing, collection of sacred quotations</li> <li>➤ Essay writing – (on issues such as role of women in the empowerment of nation, current status of women in the society)</li> <li>➤ Books for rapid reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop self confidence in the students</li> <li>➤ To develop respect for others with no caste and gender bias</li> <li>➤ To promote love and concern for the progress of India</li> <li>➤ To make them aware of the current issues and problems related to environment, women, human educational and social issues</li> <li>➤ To promote universal human values.</li> </ul>	Self confidence Self expression Reasoning Equality Self discipline Human rights Universal brotherhood Humanism Social responsibility
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5	Games and Sports	<ul style="list-style-type: none"> <li>➤ Race of 100m, 200m, 400m &amp; 1500m</li> <li>➤ Events – Short put, Javlin throw, long jump, High jump</li> <li>➤ Basket Ball, Volley Ball</li> </ul>	<ul style="list-style-type: none"> <li>➤ To promote physical and mental well-being of the students</li> <li>➤ To create interest in the students for playing different games.</li> </ul>	Health Freedom Discipline Good manners Fair play (sportsmanship) Team spirit
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		Cricket, Football for girls, Table Tennis, Chess, Badminton, Tug of war, Sports Quiz	➤ To make the students self-disciplined and responsible	
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6	School Celebrations	<ul style="list-style-type: none"> <li>➤ Independence Day</li> <li>➤ Republic Day</li> <li>➤ Teacher's Day</li> <li>➤ Children's Day</li> <li>➤ Environment Day</li> <li>➤ International Women's Day</li> <li>➤ International Peace Day</li> <li>➤ Diwali</li> <li>➤ Ecshastra</li> <li>➤ Parents' Day</li> <li>➤ Field Day</li> </ul>	<ul style="list-style-type: none"> <li>➤ To create in students patriotic feeling and concern for others</li> <li>➤ To abstain them from bursting Crakers</li> <li>➤ To celebrate the spirit of Jagriti</li> <li>➤ To create a sense of responsibility among students</li> <li>➤ To develop among students an aptitude for teaching as a profession and gratitude for their teachers</li> <li>➤ To develop confidence in themselves</li> <li>➤ To make them realize that a position of power has to be held with utmost competence, responsibility and</li> </ul>	Patriotism Secularism National Unity National Integration Co-operation Responsibility Sensitivity Concern for environment Respect for women and elders
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			sensitivity	
7	Social Service Programmes	<ul style="list-style-type: none"> <li>➤ Environmental awareness Campaign</li> <li>➤ Traffic awareness campaign</li> <li>➤ Poor meritorious fund</li> <li>➤ Literacy campaign</li> <li>➤ Fund to the state of Gujrat for the Earthquake affected (special drive)</li> <li>➤ Neighborhood programme</li> <li>➤ Collection of Friday money for meritorious students</li> <li>➤ Donation of books to the library</li> <li>➤ Helping helpage India</li> </ul>	<ul style="list-style-type: none"> <li>➤ To make students understand the meaning of social service</li> <li>➤ Service to human being is service to god</li> <li>➤ To develop in them the concern for others</li> <li>➤ To make them feel and realize others sorrow and difficulties</li> <li>➤ To promote reading of a variety of books</li> </ul>	Social service Consideration for others Common good Kindness Helpful Sense of social responsibility Good citizen Compassion Caring Sharing Environmental concern
8.	Student Executive	<ul style="list-style-type: none"> <li>➤ Students learn to elect their representatives just like state essembly electrons</li> <li>➤ Students undergo leadership training in weak-end camps</li> <li>➤ Students perform their</li> </ul>	<ul style="list-style-type: none"> <li>➤ To help students arrive at a definition of role traits and responsibilities of leaders and grow into such role</li> <li>➤ To help the students understand the organizational structure of school and its</li> </ul>	-Democratic values Responsibility -Confidence -Competence -Sensitivity -Discipline -Problem solving -Team work

		<p>duties according to their portfolios and present their report before the school at the end of their term.</p>	<p>functions</p> <ul style="list-style-type: none"> <li>➤ To make them realize that a position of power has to be held with utmost competence, responsibility and sensitivity</li> </ul>	<p>-Leadership -Accountability -Selflessness -Openness</p>
9	Weekly C A (Cultural Activities/ Current Affairs/ Career Advice) (different from Club Programmes)	<ul style="list-style-type: none"> <li>➤ Variety of activities like short plays, quizzes, folk dances, skills etc. or special programmes on anniversaries</li> <li>➤ Training for Elocution, Recitation, Debating</li> <li>➤ Science Quiz, General knowledge Quiz, Sports Quiz</li> <li>➤ Panel discussions</li> <li>➤ Talks by external experts for enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To promote in students understanding of and responsibility for natural and cultural heritage</li> <li>➤ To help them understand sustainable development, power of media</li> </ul>	<p>-Sensitization to natural and cultural heritage -Creativity -Spontaneity -Responsibility -Commitment to clean, green environment, Discriminating Choice making -Thoughtfulness</p>
10	Science Activity Centre (SAC)	<ul style="list-style-type: none"> <li>➤ Every week students do practical in SAC or outdoors related to their course</li> <li>➤ Emphasis is on observation and</li> </ul>	<ul style="list-style-type: none"> <li>➤ To let the students experience and thereby inculcate scientific attitude</li> <li>➤ To enable the students</li> </ul>	<p>-Critical thinking -Analysis -Logical reasoning -Creativity -Objectivity</p>

		<ul style="list-style-type: none"> <li>➤ recording</li> <li>➤ Students are encouraged to arrive at definite independent conclusion</li> <li>➤ Brain-storming sessions and Quiz</li> <li>➤ Bulletin boards</li> </ul>	<p>relate to classroom learning</p>	<p>-Honesty for knowledge</p> <p>-Quest for knowledge</p>
11	Environment Education	<ul style="list-style-type: none"> <li>➤ Curbing of waste</li> <li>➤ Enrichment talks</li> <li>➤ Slide and film shows</li> <li>➤ Discussions</li> <li>➤ Workshops on methods of measuring and curbing pollution, recycling waste, conservation of natural and cultural heritage</li> <li>➤ Excursions and field trips to forests, deserts, bird sanctuaries, river fronts, water works and factories</li> <li>➤ Passage reading and songs, creative writing on the subject</li> <li>➤ Bulletin</li> </ul>	<ul style="list-style-type: none"> <li>➤ To make the students actively participate in activities, lectures, film shows etc</li> <li>➤ To make them keep the environment clean.</li> <li>➤ To help them create awareness among people</li> </ul>	<p>-Protection and Conservation of environment</p> <p>-Responsibility</p> <p>-Sensitivity</p> <p>-Happiness</p> <p>-Leadership</p> <p>-Creativity</p>

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		board display ➤ To grow plants.		
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loyalty, patriotism, feelings of sacrifice, love for nature, for motherland and for one's own cultural ethos and promote good thoughts and behaviour, In group singing the teacher tries to remove shyness from the students. It promotes physical, mental, emotional and spiritual development in the students. The teacher is very innovative, alert and has good rapport with the students in creating zeal among the students towards music. The teacher tries to take the problems of the teenagers for students to perform or conduct the role in the play. All the students stand on the common platform having no gender discrimination. Mainly the topics in the drama are like Kaun Raja Aur Kaun Pyada, Pagal Kaun? , Terrorism, Secretary of Water Health and Hygiene etc. While performing drama, short play, skit, and dance, the students perform their role whole heartedly. The students become more receptive and develop divergent thinking while playing the art. It develops in them confidence and promotes team spirit and encourages them to take part in plays. The teacher and students work as a team to produce plays. This brings the teacher and students closer and bridges the gap between them and makes teaching – learning pleasant.

### **Games and Sports**

Sports and games are compulsory for all the students and are an integral part of the regular time table of the school. Many students come early to school for athletics, football, and coaching in cricket and also stay after school hours to play or to participate in team games such as cricket and badminton. Team spirit and sportsmanship qualities develop in them through playing different events like short put, Javelin throw, long jump, high jump etc. There are different coaches for basketball, volleyball, cricket, football, table tennis, chess and badminton. Students have healthy competition between their teams. Inter-class and inter-school competitions promote fellow feelings, team spirit among the children. During the contests in the school, the students are classified in different groups according to their age, height, weight and not according to their classes. In the sports competitions, the students are not selected as first, second and third in order of merit in each item of the sport. Instead, a minimum qualifying standard is fixed for each group of competitors for each item on the basis of the standard reached in the Delhi secondary schools' Meet. All the competitors who reach the required standard are awarded merit cards.

### **Students Executive Body**

In Sardar Patel Vidyalaya the most important programme is to impart leadership training to the students. The main objectives is to make them learn to set goals and plan and work according to it, develop resourcefulness and courage to tackle unforeseen situation, develop communication skills, understand people and learn to get along, foresee problems and take care of them, and to be sensitive to others' opinions and respect them. Teachers play a vital role in giving leadership training to the students through the process of elections. From class VI onwards, students in each section elect six monitors and each in charge of six different areas such as discipline, sports, culture, external affairs, school facilities etc. The class elections are by secret ballot and are like our state level assembly elections. The teachers explain the importance of making the ballot paper so that the students can participate in the democratic process in a successful way. All the elected leaders attend the week-end camps where through games, role-play, simulation exercises and other such experiential activities students are helped to arrive at a definition of the role and responsibilities of leaders, traits that they must possess and how to grow into such a role. Those who are elected from their classes, vote for a General Secretary. The candidates who stand for General Secretary should be the monitors of class XI and they also present their manifestos at the school assembly. They are then allowed to campaign for four days abiding strictly by the rules laid down by the school. The elected General Secretary chooses her/his Cabinet comprising the representatives for different areas i.e discipline, sports, science, literary affairs, art and culture, programme implementation, external affairs, current affairs, school facilities, coordination of class representatives, and bulletin boards. The Executive meets regularly for up to two hours after school on Saturdays. The cabinet members help the school community in number of ways such as maintaining discipline and regularization of traffic, checking late comers and uniforms, organization of cultural activities and Activity Week etc. After electing the new executive body, the old executive body hands over the charge to new body by presenting a report of the work done by them during their period. The report presented by the outgoing executive body (2000-2001) revealed their successes, limitations and failures with respect to a wide range of activities undertaken by them. Some of these activities include .

- **Diwali** - the anti-cracker campaign which was started by the executive (2000-2001) and carried out to the neighbouring schools
- **Ecoshastra** – The inter school economic and commerce festival was held on October, 2000. Twenty five schools participated in the day – long program comprising of events like ad-acting, ad-making, extempore and a quiz.
- **Jagriti** – The festival Jagriti – An Evocation of Expression was celebrated on the month of March – April. To celebrate the spirit of Jagriti field day was organized. Classes VI to IX put up games stalls like fortune telling, dressing up in a minute, untangling clothes – hangers etc. Prizes were also given to the winners like book marks, badges. The competitions in volleyball, basket ball, foot-ball, Frisbee, tug of war, 4 legged race, cricket, hopscotch and arm wrestling were organised for classes X to XII
- **Dhun : Twist** - The students of executive also organized a music afternoon Dhun – Twist. It consisted of classical, folk, pop music as well as dances
- **Sports Week** – Interhouse matches in football, basket-ball, volley ball, badminton and chess and sports quiz were organised during 19-21 December, 2000
- **Social Service** – The student's executive collected money and also put up posters for helping the people of Gujarat who suffered from the natural calamity i.e. earthquake
- **Personality Development Camp** – This camp was held on 26<sup>th</sup> and 27<sup>th</sup> March, 2001. The main aim was to develop confidence and team spirit in the students
- Special assemblies were organized on various festivals and important days from around the world i.e. Millennium Peace Day, Diwali, Guru Nanak Jayanti, Human Rights Day, Christmas, Guru Gobind Jayanti, Lohri, Bihu, Makar Sankranti, Pongal and Hiroshima Day. Throughout the year in total ninety four bulletin boards were put up. The school notice boards and bulletin boards display contained messages and information in a very attractive manner which conveyed a lot about students' development and functioning of executive.

## **Home Room**

Everyday a period of about half a hour is allocated for the teacher who is class incharge (also known as Home Room Teacher) to interact with the class (also known as Home Room Group) The home room teacher continues for two years and is responsible for the all-round development of the students and is a link between the parents and the principal She/he maintains individual records, of all students, knows student's emotional health and temperamental characteristics and work habits etc She is also responsible for excursions, tours, camps, projects for awareness of social and national issues, discussions and cultural activities

## **Parent-Teachers' Association(PTA)**

It is an active organisation which takes keen interest in the welfare of the school and has organised some very good programmes for the orientation of parental attitudes towards their children and the educational philosophy of the Vidyalaya The PTA participates in "farewell" programmes of outgoing students and organises every year an 'AT HOME' in honour of the teaching staff PTA also plays important role in "Canteen" facilities so that students eat healthy food and aerated drinks or toffees etc are not served

## **Award system**

The school has devised its own award system for the students doing well in academics, sports, public speaking, music and other activities Instead of following the common practice of giving award of a prize for the first, second and third rank which only a few students get, the school sets qualifying standards in each area The meritorious students may be more than one or two or none at all. This system lays emphasis on excellence and quality and helps to improve the standard in academic work and co-curricular activities

## **Vocational Guidance**

The school has counsellor - psychologist for the primary school students and counsellor (MSW) for senior school who provides vocational guidance to secondary and senior secondary school students through series of lectures visits and one-to - one dialogues with experts from different professions A concerted effort is made to expose the students to a variety of careers combined with aptitude test and achievement profiles

The Principal and the teachers are of the opinion that their students are self-disciplined, confident and responsible, can express freely and have leadership qualities to organize any activity. In general they can take up any type of challenge.

## **Observations**

The school environment seems to be conducive with well laid garden full of elegant trees and shrubs and well-maintained buildings. The principal and teachers are co-operative. The students are seen talking to the principal and teachers normally without any fear. The bulletin board display and display of information about various activities on notice boards was very attractive and informative. The school assemblies, celebrations of various days, cultural activities and leadership camps were well-organised. The students listen, watch and participate with impressive discipline and break into spontaneous applause uninhibited at the "right moment". They really seem to be an educated audience. The music is life of schools' programmes and the music groups and their choice of songs are excellent. The Students seem to be very enthusiastic about various activities including leadership camps organized at the week ends. The student Executive's presentation of report to the General Body (i.e. whole of the school) revealed how well they are being prepared to become responsible citizens and leaders.

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## **Uttam School for Girls, Ghaziabad**

Uttam School for Girls, Ghaziabad was established on 9<sup>th</sup> April, 1995 by an Industrialist Shri Uttam Chand with an aim to impart the kind of education where young girls imbibe not only the grace and glory of Indian womanhood but should also be healthy in intellect, body, mind and soul. It is a private unaided school managed by Uttam Charitable Trust, Ghaziabad. It is an English medium school and has classes from nursery (2+ years age) to XII. There are 50 teachers in the school for 760 students enrolled. Most of the teachers are female except the teachers in physical education and mathematics. The school also had a guidance counselor but presently there is no counselor. So far as special subject or programme for value education is concerned, the school does not have any separate subject/syllabus or teacher for value education. No subject teacher has been

assigned the task of value inculcation. The school is of the opinion that rather than teaching or inculcating values separately, the teacher should be a replica of 'Indian Guru' and Indian system is the best system of education in the world.

### **Special Features**

The Uttam School for Girls was set up exclusively for girls with a vision to bring about holistic development of the girls so that they are confident of holding on their own in tomorrow's world as a proud Indian. Therefore, apart from academic activities, the school also makes efforts in the realm of sports, culture, character development, and development of scientific temper. It aims to prepare a girl to be able to look beyond herself, her family, and her country, towards a society of universal brotherhood.

The school caters to the educational needs of the girls from that section of the society in Ghaziabad who could send them to boarding schools away from Ghaziabad in need of quality education. The schools' achievements in academics, sports, dance and cultural activities within short time of its establishment are worth noting. 20% of the students get free education due to monetary standing. A monthly scholarship of Rs 100/- is awarded to students achieving 90% and above marks. The school believes in Swami Vivekananda's philosophy and strives to

- Introduce Guru-shishya attitude
- Bring about holistic development of students
- Develop scientific temper
- Promote Indian culture and traditional values
- Make the students feel proud to be Indian

A brief presentation of the activities organized by the school with the objectives and values developed through these activities as per the information adhered through interviews is given in the table. The activity wise Methodology and other details are described below.

### **Values through Teaching of Subjects:**

The school believes that every period should inculcate one value. The teachers plan the lessons and try to relate with immediate environment of the students. For example, in Grade IX teaching of unit 'Environment' was followed by group discussion on 'Pollution in India' and 'CNG in Delhi'. The science teacher along with students organized an environmental awareness campaign. The teachers use various methods like lectures, class discussions, debates,

projects, film shows, visits to relevant places, excursions, demonstrations, writing articles, writing letters to eminent personalities on eminent issues. The school discourages tuitions from outside. The teachers try various methods to help students improve academically. The school also tried remedial classes free of cost but had to discontinue as parents did not understand the value of free help. The school also organizes workshop/training programmes for its teachers and deputed the teachers to participate in inservice programmes organized by NCERT.

### **School Assembly**

The Uttam School for Girls organizes the school assembly in a very systematic and organized way. All the students sit down on the floor while doing the prayer. Each and every child carries in the assembly 'A Book of Devotional Songs' prepared by the school. The book contains in its Hindi Section - fourteen shlokas, eleven shrutis, seventeen patriotic songs, twenty five Bhajans and National Anthem. The English sections of the book consists of prayers/thoughts drawn from Adi Granth, Gita and Quran. The aim of the prayer book is to help children to draw strength and courage, get blessing from almighty, thank god for creating a beautiful and wonderful world, arousing love for the motherland and feeling of brotherhood and oneness, feel proud of rich cultural heritage of the country etc. Everyday the morning assembly is held not only for spiritual upliftment but also for widening the knowledge and broadening the outlook of the students. Morning assemblies start with the prayer beginning with "Om" Dwani which make the environment very peace. It is followed by bhajans and songs sung by school choir. The shlokas and the songs are taught to the students so that it becomes part of their lives. All the Bhajans and songs are based on 'Ragas' and the students are also briefed about the Ragas. After singing bhajans, there is news reading and presentation of 'thought' for the day. The thought, generally extracted from Veda or Upanishads is also translated to make students understand. It is followed by speech by the Principal for holistic development (spiritual, social, moral, physical and mental) of students. The assembly ends with singing of National Anthem which creates a sense of pride and belonging among students. On special days like Independence day, Republic day, Gandhi Jayanti etc or festivals, special assembly is held to make the students know the significance of the day/festival. The songs related to particular festival are also sung.

**Activities organized at Uttam School for Girls, Ghaziabad**

S.No	Activities	Inputs	Objectives	Values
1	School Assembly	<ul style="list-style-type: none"> <li>➤ Songs (Devotional songs and patriotic songs)</li> <li>➤ Thought for the day</li> <li>➤ Talk on themes of greater interest</li> <li>➤ Presentation of News of the day</li> <li>➤ Community singing National Anthem</li> <li>➤ Aerobics</li> <li>➤ Yoga</li> <li>➤ Meditation</li> <li>➤ Principal's address</li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand the virtues of prayer and seek the blessing of God</li> <li>➤ To inspire children to be one with God</li> <li>➤ To be a good human</li> <li>➤ To make the students aware of rich cultural heritage.</li> <li>➤ To promote development -physical, mental, social, emotional</li> <li>➤ To develop peace and concentration of mind</li> </ul>	Devotion Inner peace and Learning Universal love Concentration of mind Righteousness Concern for others Good Manners Discipline Punctuality Honesty Self study Self confidence Patriotism
2	Fine Arts	<ul style="list-style-type: none"> <li>➤ Drawing and painting (Glass painting, fabric, tie and dye, batik, madhuban painting)</li> <li>➤ Painting - portrait, oil</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop interest in drawing and painting in the children</li> <li>➤ To make the students express</li> </ul>	Creativity Aesthetic values Self-confidence Happiness Curiosity

		<p>poster, Crayon colours</p> <ul style="list-style-type: none"> <li>➤ Clay work – (making pots, fruits, statues etc )</li> <li>➤ Rangoli – Geometrical and traditional design, flowers</li> <li>➤ Flower arrangement</li> </ul>	<p>through drawing and painting and creative in imagination</p> <ul style="list-style-type: none"> <li>➤ Giving knowledge to the students about flowers, nature, objects, etc</li> <li>➤ Development of colour sense in the children</li> <li>➤ Making constructive use of different materials</li> </ul>	<p>Forward look</p> <p>Responsible consumption</p>
3	Performing Arts	<ul style="list-style-type: none"> <li>➤ Drama (religion and education based) short play/skit</li> <li>➤ Mono acting</li> <li>➤ Music- classical ,vocal, group songs</li> <li>➤ Folk Music, Folk dance</li> <li>➤ Sarva Kala Pratigyogita</li> <li>➤ Hindustan Times 'PACE' activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know more about the Indian Music and its cultural heritage</li> <li>➤ Giving information and classical music</li> <li>➤ Making them able to compare or differentiate between western and Indian Music</li> <li>➤ To keep the students joy and happy</li> <li>➤ To know the lines and achievement s of great Indian musicians</li> </ul>	<p>Self satisfaction</p> <p>Relaxation</p> <p>Imagination</p> <p>Teamwork</p> <p>Sense of belongingness and cultural worth</p> <p>Self confidence</p> <p>Appreciation and Respect for cultural differences (unity in diversity)</p> <p>Open mindedness</p> <p>Happiness</p>

4	Literary activities	<ul style="list-style-type: none"> <li>➤ Debates (on socially relevant issues e.g. pollution in India, CNG in Delhi)</li> <li>➤ Debates on current issues – e.g. "the policy of Government has been a spoke in the wheel of progress" "Agra summit" writing</li> <li>➤ Stories, writing and telling including also on important personalities e.g. Swami Vivekananda, Mother Teresa, Shivaji, Indira Gandhi etc</li> <li>➤ Poems Recitation/writing</li> <li>➤ Writing letters</li> <li>➤ Elocution</li> <li>➤ Essay writing on Current themes e.g. Blasting of Buddhas in Afganistan</li> <li>➤ Quizes</li> <li>➤ School Magazine 'Vidyottama'</li> </ul>	<ul style="list-style-type: none"> <li>➤ To help the students learn to react appropriately to the changing scenario</li> <li>➤ Developing in the students independent thinking and mind free from prejudice</li> <li>➤ To develop confidence in speaking and writing in the students</li> <li>➤ To produce a citizen who is concerned about the world</li> <li>➤ To develop interest in reading</li> </ul>	<p>Self effort</p> <p>Self confidence</p> <p>Patience</p> <p>Leadership</p> <p>Politeness</p> <p>Citizenship</p> <p>Quest for knowledge</p> <p>Courage</p> <p>Active participation</p> <p>Creativity</p> <p>Concern for others and environment</p> <p>Democratic values (freedom, responsibility, critical, thinking, openness)</p>
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5	School Celebrations	<ul style="list-style-type: none"> <li>➤ Independence Day. (Flag Hosting ceremony, National Anthem, Short speech by the head girl, patriotic song)</li> <li>➤ Republic Day (Flag hosting, National Anthem, Patriotic songs, speech –by the principal)</li> <li>➤ Children's Day (Skit by the teachers, Bengali dance by the teacher and principal)</li> <li>➤ Antakshari (Between the teachers and students)</li> <li>➤ Class Party Children play different-games and danced along with the teachers The tug of war between teachers and students.</li> <li>➤ International Peace Day</li> <li>➤ National Integration Day</li> <li>➤ Gandhi Jayanti Speech on Gandhiji Ambedkar Jayanti</li> <li>➤ Guru Nanak Jayanti (Langar)</li> <li>➤ Teachers Day (The student adopt the role of teachers and teacher adopt the role of students)</li> </ul>	<ul style="list-style-type: none"> <li>➤ To make the students know the significance of the celebration of different days.</li> <li>➤ To develop in them love for the nation</li> <li>➤ To develop enthusiasm in students through conducting different activities</li> <li>➤ Developing a sense of brother held and warm feeling of love and compassion for others</li> <li>➤ To develop a greater sense of responsibilities</li> <li>➤ To develop in students feelings of gratitude for grand parents, parents and teachers.</li> </ul>	<p>Citizenship</p> <p>Team spirit</p> <p>Concern for others</p> <p>Humbleness</p> <p>Helpfulness</p> <p>Brotherhood</p> <p>Unity</p> <p>Nationalism</p> <p>Love and respect for elders</p> <p>Co-operation</p> <p>Reverence for old age</p> <p>Secularism and respect for all religions</p> <p>Self esteem</p> <p>Self confidence</p> <p>Open-mindedness</p>
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		<ul style="list-style-type: none"> <li>➤ Grand Parents Day (Skit, Drama, Dance and Music)</li> <li>➤ Helping Hands Day</li> <li>➤ Annual Day (During 2001-02 feature theme "Women")</li> </ul>		
6.	Games and Sports	<ul style="list-style-type: none"> <li>➤ Games - Kho-kho, Golf, Billards, Basket Ball, Table Tennis, Hockey, Cricket, Net Ball, Badminton</li> <li>➤ Athletic - Track (Races, 100m, 200m, 400m)</li> <li>➤ Field - Jumps and throws - High jump, Long jump</li> </ul>	<ul style="list-style-type: none"> <li>➤ To bring about all round development of personality</li> <li>➤ To make the students active and disciplined</li> <li>➤ To prepare students for state and national level sports events</li> </ul>	Discipline Co-operation Courage Good manners Honesty Tolerance Team spirit Interdependence (active participation) Confidence
7.	Social Service Programmes	<ul style="list-style-type: none"> <li>➤ Heaping the Helpage India</li> <li>➤ Friendship Scholarship</li> <li>➤ Free education to 25% of needy students</li> <li>➤ Foster Mother Scheme (Each teacher takes care of one or two children continuously)</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop in students positive attitude towards life, and society</li> <li>➤ To create in the students a feeling of equality</li> <li>➤ To make them understand that service to man is service to God</li> <li>➤ To develop concern towards</li> </ul>	Environment Social service Sacrifice Concern for others including concern for the aged, poor and needy. Equality Solidarity of mankind Social responsibility

		➤ Charity Fate day money is given to Deepalaya, Gurbat dispensary, Leprosy foundation of India and genuine NGOs	various sections of society irrespective of caste, gender, economic states etc ➤ To cultivate an attitude of service	Helpfulness Cooperation
8	Uttam's Science Club	➤ Experiments, Projects	➤ To encourage students to experiment ➤ To undertake science related activities ➤ To develop science related values	Curiosity -Quest for knowledge -Systematic Reasoning -Open-minded needs -Team spirit etc

## **Fine Arts**

Right from the pre-primary section the students are involved in the Art and Craft with a view to help them to explore their talents and develop creativity. Art and Craft is a very important activity in the school. Two days in a week drawing and painting is taught to class VI to X. The painting room has different types of paintings like oil painting, poster making, glass painting, screen painting, fabric painting, tie and dye, madhubari, macramé, batik and knife painting which are taught to the students. The students are also made to understand that art is a medium of creative expression of the soul. The students also learn to portray innocence, glory, delight, eternity, joy and peace during the flower arrangement which is a sheer delight. For different festivals, the students learn to make rangoli using different materials like different colours, rice, saw dust, rangoli colours, germ, flower and rice paste etc. The students also learn to make collage using magazine cuttings, saw dust, wool etc. The students also work on sand trays. The topics are given by the teachers and they splash their ideas on the sand tray. They depict village scenes, traffic rules, desert, pond etc on it. The teacher in the class makes the students understand that art must begin with nothing to create something after it has been completed. In the school when major festivals are celebrated, the students are given complete information about the occasion and they are asked to create something unique on the class boards and the house boards. Throughout the year, the school organizes different kinds of exhibitions and competitions in the school. These are inter-house and Inter-school competitions. The students also participate at the International level celebrations and competitions.

## **Performing Arts**

The students get an opportunity to learn performing arts like drama, plays, music and dance etc. The music forms part of the daily curriculum. Right from pre-primary section all the activities such as playing, rhymes, counting, story telling etc involve music and dance. Music as a subject in the school is taught from class III. Classical music is considered as a subject. A shastriya song is done in the tune of film song so that the students are able to capture the song quickly and also take interest. The students are also given specialised training in Kathak and Odissi dance. All the festivals are celebrated through drama, music and dance. There are

inter house and inter school competitions in music and dance Sarva Kala Pratiyogita organized in the school provides students an opportunity to exhibit their talents in front of others Through music and dance they get the emotional and spiritual strength and feeling of happiness which gives the strength to cope up with sorrow The music teacher was heard saying the students 'Sing from your heart' and do not care for your voice. The teachers' main effort is to bring out the natural talent in students through organisation of cultural activities Each student is made to realize that she has a talent within her

### **Literary Activities**

The students are provided opportunities to participate in the literary activities such as debates, story writing and story telling, poetry writing and recitation, essay writing and speaking spontaneously on a given current theme Each student has to choose one literary activity compulsory The objective to make them aware of and concerned about the issues related to society and environment and develop their personalities The classwise and interhouse competition are also organized The students who are academically poor achievers are also encouraged to participate Once a failure student who wrote the poem for Independence day was encouraged to read the poem during the celebration of the day The students also participate in Times of India Newspaper's NIE and Hindustan Times' PACE activities which include debates, workshops, trips etc

### **School Magazine**

The school magazine 'Vidyottama' presents a colourful picture of the school ethos, activities and achievements It reflects views of chairman, Director, Principal and Incharge primary wing etc The activities which have been mentioned above have all been covered in the magazine with photographs It covers writings both in English and Hindi contributed by students and teachers

### **Games and Sport**

The schools provides all the facilities in games and sports and has spacious and special coach for games The students are divided gradewise with three groups i.e grade III to V, grade VI-VIII and grade IX-XII There are 100m 200m, 400m, race, long jump, short put, kho kho, golf, billiards, basket ball, table tennis, hockey, cricket, net ball and badminton The school organizes inter house matches in Basket ball, Cricket, Net Ball, Golf, Athletics Students do practice early morning, during recess and even after school. It is emphasized that a true sportsperson is

one who accepts defeat in the same way as she welcomes victory. The school celebrates sports day with interhouse competitions in sports activities. Players are selected and are encouraged by the respective Houses. The sports day is full of competitions, charged with team spirit and at every event students calculate their House point. Students who are made captain of their teams feel a great responsibility on them. Being a girls school the students are very active in participating in games. There were two National Net Ball tournaments i.e. first National Net Ball tournament played with Pondicherry and second with Karnataka, Orissa and Gujarat. Golf is also being practiced from grade V to X and a large number the students are interested in learning this game.

#### **Celebration of festivals:**

The school celebrates national and cultural festivals. The students are prepared to participate in the festivals before hand. They learn why a particular festival is celebrated. The following festivals were observed in the school.

**Independence day** Independence day is celebrated in the school with great enthusiasm by the children and the staff. It was observed that the whole school was present on the ground to celebrate the day. The flag hoisting ceremony was done by the School Director and the National Anthem was sang. The principal addressed the students followed by a short speech by the head girl of the school which was aimed at creating feelings of brotherhood, patriotism, unity and nationalism amongst the gathering. Then some of the girls sang patriotic songs. A skit was presented by the students of class III – VIII showing saga of independent India starting from the revolt of 1857 to 1947. At the end of the programme sweets were distributed among teachers and the students.

**Teacher's day** The teacher's day is celebrated every year on 5<sup>th</sup> of September. On this day, the students adopt the role of teachers and teachers adopt the role of students. During the celebrations this year, the Grade V students presented a song and a skit to show their love for the teachers. Poem was recited by a student which described how a teacher helps the students at different stages. Small and exciting skit called "Vision 2000" was presented by grade VIII.

**Gurupurab** : The school celebrates Gurupurab on the birthday of Guru Nanak Dev. On this day special assembly in the morning was held which started with 'shabad' sung by the students of Grade VIII B. Two students of grade IX and X spoke about the life of Guru Nanak and his teachings. After the assembly, everyone went to the

ground for 'Langar'. All the students, teachers and all the other workers in the school sat in rows on the ground and were served 'Langar' and they felt the spirit of equality amongst them. They also visited Gurudwara and became a part of the Sikh culture, that day.

**Grand Parents Day:** Grand Parents day is celebrated every year to promote in students love and respect for the aged and to have a healthy relationship in the family. The grand parents are invited to the function. Through organisation of various activities like songs, dance, drama and poems written by students the students show their love and respect for grandparents and appreciate their role in the family especially in the lives of their grandchildren.

**Helping Hands Day** In order to promote in students respect for all kinds of work and for the workers, Helping Hands Day is organized and the services of Class IV workers are appreciated. They are also given gifts.

**SPIC MACAY (Society for Promotion of Indian Classical Music and Culture Amongst Youth)**

SPIC MACAY is a voluntary organization, which strives to promote Indian classical music, dance and culture amongst the students. It is the first school in Ghaziabad to host cultural programmes organized by SPIC MACAY in which celebrities in art, music, culture and painting are invited to bring the students closer to the traditional culture of our country.

### **Cafeteria**

The School premise has a cafeteria where proper hygienic food is prepared for the students and given at reasonable rates. Everyday the food is changed so that the students are able to taste the food of different states. Cafeteria is well maintained and kept neat and clean. Charts are placed on the walls for the students to know about the balance diet and value of taking green vegetables and fruits etc. The students are not allowed to bring 'two minute noodles' in their tiffin boxes. Fast food, cold drinks, chips and fried food is discouraged to be taken by the students. Parents are given proper instruction of food habits to be developed in the students.

**Parent Teacher Association (PTA)**

There is a good coordination in between teachers and parents. The school also gives importance to the parents as they play equal role like the teachers. During the PTA meetings especially before the examinations, school organizes orientation programme for parents and provides them guidance on looking after the

students and to provide right atmosphere at home. The dedicated teachers are ready to help the students at any moment the student needs the help.

#### **Social Service Programmes:**

The school took a major project to brief people making pollution free environment. It also encourages students to promote literacy through 'each one teach one'. The 'fate' collections are sent to Helpage India and Leprosy Foundation of India or Deepaleya or any other genuine NGO. The students are taught to do some charity on their birthdays. For example, they are asked to donate their old clothes, books and toys etc. to the needy.

#### **Foster Mother Scheme:**

Under the scheme, every teacher in the school adopts one or two students and continues monitoring their progress and helping them. The teacher also keeps in touch with parents.

#### **Uttam's Science Club**

The 'Uttam's Science Club' in the school undertakes and co-ordinates a series of activities in order to encourage basic values related to science like curiosity, quest for knowledge, systematic reasoning, open-mindedness and team spirit etc. The club organizes experimental science classes where the students from both junior and senior categories are allowed to perform any experiment or activity every week under the guidance and supervision of teachers. The projects prepared by students such as 'Garbage disposal and recycling', 'Medicinal plants and their intimate relationship with human life' were selected at the national level.

#### **Unique Farewell to Class XII students**

All the Class XII students participate in the farewell function in uniform with their parents. A map of India is drawn with flowers on the floor. The students carrying 'Deepak' (light) in their hands come one by one and seek blessings of teachers and parents and keep the Deepak on the boundary line of the map while teachers sing shlokas. After that all the students pledge together (pledge is written by teachers and a copy is given to each student) - 'The light of knowledge the Gurus have lit, whatever I have gained should make me true citizen of the country'. Before the students leave, the school gives a copy of 'Gita' as gift to each student.

## Observations

The school campus is neat and clean and everybody seems to make effort in it. A teacher was found picking up waste paper from the floor. The atmosphere where teaching classes are held is calm and peaceful. The classrooms are very spacious and well ventilated and the furniture and equipments etc are arranged in order. There are separate rooms for different types of activities such as games, music, painting and other art activities. The laboratories for the subjects of physics, chemistry and biology are well equipped. The school library is equipped with a large collection of books and students are encouraged to use it and develop reading skills. There are a number of display boards in the corridors which are beautifully decorated by the students with newspaper clippings, paper cuttings, flowers, photographs, charts and paintings and drawings etc on a variety of subjects such as herbal garden, rakhis, world peace, national integration, student achievers and school's achievements etc. The school also maintains each student's confidential record card to monitor and improve student's development. The school cafeteria is neat and clean and serves healthy food. Teachers and the Principal of Uttam school are very cooperative and have good understanding with the students. Being a girls school, special importance is given to development of etiquette. The students were found interacting freely with the principal about their problems. The students are encouraged and inspired by the teachers who seem to be friendly with the students. The students seem to be very confident in themselves and express their views fearlessly. The school presented a picture of self-discipline among all.

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## Blue Bells Model School, Gurgaon

Blue Bells Model School (BBMS) is a co-educational English Medium School established on 10<sup>th</sup> November 1980. The school started functioning from the year 1981-82. It is a private unaided school run by D R Memorial Bal Shiksha Vikas Society (registered) under Societies Act 1860. It is one of the pioneering schools in Gurgaon which provides education to nearly 1700 students. It is a senior secondary school affiliated to CBSE. The school has 11 male and 67 female teachers and a parttime guidance counsellor. There is no separate teacher for value education, rather all the teachers are involved in value education. The philosophy of BBMS :

education is based on four pillars of knowledge, wisdom, spiritual perceptions and eloquent speech to inculcate the universal values, cultural understanding excellence in all the fields and lust to render service to humanity. The school attempts/claims to provide education in a manner where 'The Child' is the focal point of the teaching-learning process and the teacher remains a resource person or facilitator. In fact all the activities of the school centre around the students which provide ample scope for personality development, self confidence and professional growth.

The school is known as a prestigious and progressive institution and is well equipped with all the amenities including science laboratories, an updated library with a reading room and internet facility, a sophisticated Audio-Visual Section (library connected with 'Internet'), Computer labs, three big halls for creative activities of fine arts, and very spacious two halls for Music and Dance and two for Audio-Visual lessons, a Medical room and a Counselling Cell.

### **Aims and Objectives**

The school was established with the following objectives:

- To impart quality education to children
- To inculcate ethical and spiritual values among the students so as to groom them to become generous human beings
- To develop all round personality of the students
- To instill the feelings of patriotism and national integration so as to help them become worthy citizens and commanding leader of their country.

The simple virtues of hard work, humility, alertness and perseverance are the foundation of the working of the school.

### **Special Features of the School**

#### **Academic**

Academically, the school is at the top. Since its inception, the school has maintained its reputation by giving 100% results. The Central Board of Secondary Education (CBSE) has been awarding merit certificates to meritorious students in subjects like Maths, Economics and English. The students have also been securing prestigious ranks in All India Talent Search Examination, Haryana Talent Search Examination, Regional and National Math Olympiad and Physics Olympiad.

#### **Fine Arts:**

The Fine Art Club have been initiated in the school with the aim of developing a high aesthetic sense among students and to learn and appreciate the natural world.

around them. The school provides art education through a wide range of activities, visits to places of art and inviting eminent artists to the school. The students have participated and won prizes at school and district levels especially in painting competitions.

### **Sports**

The school gives prime importance to physical fitness and sports activities. One-hour compulsory games are for classes VI to XII in winters after school hours for four days in a week. Under the trained physical education teachers and NIS coaches, the school provides opportunities for various games such as Cricket, Football, Hockey, Basket Ball, Volley-Ball, Table-Tennis, Badminton, Athletics, Roller-Skating, Yoga, Aerobics and so on. The students are also provided training in Japanese Martial Arts. The school has made tremendous progress in the field of sports as some of its students have won prestigious positions at the National, State and District Level championships. Three students have been awarded with National Level scholarship in sports. Twelve students have been awarded with state level scholarship in the game of Roller-Skating. BBMS has been declared as the best school in Training and First-Aid. The school is in the process of making a sports complex to provide best facilities in sports.

### **Social Service**

The school considers itself to be high on social service. It has a community Service Club where mainly social science teachers and all the students are involved. However, in 'Literacy Drive' project for the slum areas, whole of the school was involved. In this project which was announced on teachers' day, classes are held for primary level children in awareness, personal hygiene, language and maths and for young mothers, classes are held in personal hygiene, awareness and skills for self-employment etc. Teachers and some of the students participate in this project. The school also organizes 'Cleanliness drive' in the neighbourhood (i.e. cleaning areas to generate awareness in village and community). The school management and students also contributed a huge amount of relief for welfare of those affected in Kargil War, Orissa Flood, Gujarat Earthquake etc. The school also takes care of fatherless students by remitting fees etc.

The school magazine 'Admirable Archives' presents the school's achievements in a very colourful manner and writings by the students.

The school 'Syllabus and Activity' Calendar provides information about every aspect including dates for test series for each class, dates for PTA meetings, holidays, vacations and occasions to be celebrated. It is so meticulously planned that for each celebration it mentions the date and day of the occasion, the date of celebrations and activities to be organized for celebration. The calendar is a reflection of the aims and objectives of education imparted by the school.

### **Value Education**

The school does not have a separate subject or teacher for value education but attempts to impart value education through various activities. Maximum number of students participate in the activities and are very enthusiastic. The value education is imparted indirectly without teaching them or dictating them. The subject teachers interviewed could give examples of inculcating values through their day to day teaching and relating it to immediate concerns of students. The school also arranges film shows for students and is a member of National Society for Children and Youth which arranges film shows for students. The principal and teachers get co-operation from management and from parents in their attempt to inculcate in students positive attitude towards life and love and care for family, peers, deprived sections of society and animals. The teachers and principal feel that the students are very open, clear and demanding. They really respect their teachers and have developed stronger family ties.

### **The House System**

All the co-curricular activities science, sports, art and craft, dramatics and cultural etc. are organized through the house system. The school is divided into four houses with the prime objective to inculcate in pupils a sense of collective responsibility and solidarity, a sense of team spirit and to encourage healthy competition. Each house is under the charge of a house mistress along with house captains and prefects who shoulder the responsibility through monitorial system. Special periods are allotted for house meetings. At the close of the academic session, the overall performance of each house is assessed and the house securing maximum marks in all the Inter-house activities is awarded. Each house with its colour represents the values given below.

1	Indira Gandhi House	Green	Surging ahead towards Power, Progress and Prosperity
2.	Mother Teresa House	Blue	Striving for International Peace and Brotherhood
3.	Nehru House	Red	Serving with Rigour, Fervour and Fortitude
4	Tagore House	Yellow	Stepping towards Excellence and Optimism for a better tomorrow

A brief presentation of the activities organized by the school including inputs, objectives and the values developed through these activities is given in the Table. The following description includes methodology and other details of the activities.

**Activities organized at Blue Bells Model School  
Gurgaon, Haryana**

S.No	Activities	Inputs	Objectives	Values
1	School Assembly	<ul style="list-style-type: none"> <li>➤ Songs (Devotional song, patriotic songs)</li> <li>➤ Thought for the day</li> <li>➤ Educational talk on theme of general interest</li> <li>➤ Presentation of News of the day</li> <li>➤ Message conveying valued (where there is a will there is a way Give the best definitely best will come)</li> <li>➤ Pronunciation of words</li> <li>➤ Meditation</li> <li>➤ National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop positive and constructive mind of the children</li> <li>➤ Build good character</li> <li>➤ To develop of all round personality of students</li> <li>➤ To make students work wholeheartedly and in a disciplined manner</li> <li>➤ To get blessings from the Almighty</li> <li>➤ To develop self-confidence and inspiration in the students</li> <li>➤ To make them aware about the current happenings in the world</li> <li>➤ To make them develop self-awareness and self-motivation</li> </ul>	<ul style="list-style-type: none"> <li>Peace</li> <li>Fearless</li> <li>Devotion</li> <li>Purity</li> <li>Self confidence</li> <li>Respect for all religions</li> <li>Consciousness</li> <li>Spirituality</li> <li>Equality</li> <li>Self discipline</li> <li>Good will</li> <li>Patriotism</li> <li>Punctuality</li> </ul>

2	Fine Arts	<ul style="list-style-type: none"> <li>➤ Drawing and Painting – (Glass painting, canvas blow painting, fabric &amp; pot painting, wall painting, pencil shading, poster making, calligraphic</li> <li>➤ Writing, story illustration, Collage</li> <li>➤ Display</li> <li>➤ Rangoli –Border, corner, Geometrical designs, different shapes powder and petals flowers, green petals)</li> <li>➤ Gate design</li> <li>➤ Slogan writing</li> <li>➤ Poster Making</li> <li>➤ Calligraphy</li> <li>➤ Pot making</li> <li>➤ Cartoon making</li> <li>➤ Visit to Art gallery</li> <li>➤ Quiz</li> <li>➤ Outdoor study of nature and landscape</li> </ul>	<ul style="list-style-type: none"> <li>➤ To give students basic idea of art through colours and sketch to the children.</li> <li>➤ To make them express their feelings through drawing and painting</li> <li>➤ To help them improve writing skills through calligraphy</li> <li>➤ To promote development of imagination and creativity</li> <li>➤ To create a feeling in the students that, art is divine and a thing of beauty is joy forever</li> <li>➤ To develop aesthetic sense in them through learning and appreciation of the natural world around them</li> </ul>	<p>Universal love</p> <p>Creativity</p> <p>Aesthetics</p> <p>Openness</p> <p>Discipline</p> <p>Unity</p> <p>Happiness</p> <p>Realization</p> <p>Beauty</p> <p>Cooperation</p> <p>Peace</p>
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3	Performing Arts	<ul style="list-style-type: none"> <li>➤ Drama – (Religions and Education based drama Social and political drama, theatre workshops etc )</li> <li>➤ Short play/skit</li> <li>➤ Mono acting)</li> <li>➤ Music – vocal, solo, group song, community singing</li> <li>➤ Dance – solo, group, folk music and dance (Rajasthan dance, classical dance, western dance)</li> <li>➤ HT – PACE activities</li> <li>➤ Quizes</li> </ul>	<ul style="list-style-type: none"> <li>➤ To train the students in singing</li> <li>➤ To make them sing the songs whole heartedly with full dévotion and dedication</li> <li>➤ To inspire and develop in them the ability to appreciate role of language in writing, colour in painting and voice in singing</li> <li>➤ To develop self-confidence in them</li> </ul>	Devotion Dedication Self-confidence Humanism Appreciation Happiness National integration Social responsibility
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4.	Literary activities	<ul style="list-style-type: none"> <li>➤ Debate –(Topics like to Brain - drain Should home work be given? Are we better than our forefathers?, Earthquake, Terrorism, Agra summit, Women empowerment etc )</li> <li>➤ Stories – story writing/story telling</li> <li>➤ Collection of quotations writings/mottos and couplets</li> <li>➤ Essay writing</li> <li>➤ Chat show</li> <li>➤ Quizes</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop the qualities of leadership, co-operation, mutual understanding and self-reliance</li> <li>➤ To develop confidence in the students to face the adult world</li> <li>➤ To develop an appreciation for literature among the students</li> <li>➤ To make them consult current magazines, journals and internet</li> </ul>	<p>Leadership</p> <p>Freedom of expression</p> <p>—</p> <p>Co-operation</p> <p>Self-confidence</p> <p>National consciousness</p> <p>Proper utilization of time</p> <p>Quest for knowledge</p> <p>Self-support</p> <p>Discipline</p>
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5	Games and sports	<ul style="list-style-type: none"> <li>➤ Games – Basket Ball, Football, Volleyball, Badminton, Table Tennis, Taekondo and Karate Kho-kho, Kabaddi)</li> <li>➤ Atheletic – Track (Races- 100m, 200m, 400m, 800m, 1500m, 3000m, 5000m)</li> <li>➤ Field – Jumps and throws (High jump, Long jump, Tripple jump) Throws ( short put, Javelin, Discus throw)</li> <li>➤ Race – 100x400m 400x100m 100 m hurdles</li> <li>➤ Roller-Spating</li> <li>➤ Scouting</li> </ul>	<ul style="list-style-type: none"> <li>➤ To make the students physically fit</li> <li>➤ To promote all round development of personality</li> <li>➤ To motivate each and every student to participate enthusiastically in sports activities</li> </ul>	<ul style="list-style-type: none"> <li>-Healthy mind in healthy body</li> <li>Adjustment</li> <li>Cooperation</li> <li>Leadership</li> <li>Happiness</li> <li>Concentration</li> <li>Satisfaction</li> <li>Hygienic living</li> <li>Sportsmanship</li> <li>Self-control</li> <li>Self-discipline</li> </ul>
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6	School Celebrations	<ul style="list-style-type: none"> <li>➤ Independence Day (Kite flying Activity)</li> <li>➤ Quit India Movement (Talk on Quit India Movement)</li> <li>➤ Republic Day – skit</li> <li>➤ Rishi Ved Vyas Jayanti (talk on the personality of great man)</li> <li>➤ Goswami Tuls Das Jayanti (talk on his life and message given by him)</li> <li>➤ Gandhi Jayanti, Lal Bahadur Shastri Birthday (Talk on their contribution to our Indian society)</li> <li>➤ Swami Ram Tirath (Inter house competition)</li> <li>➤ Guru Valmiki Jayanti, Gurunank Jayanti, Homi Baba Birthday, Guru Govind Singh Jayanti, Mahavir Jayanti, Subhash Chandra Bose Jayanti, Vivekananda Jayanti (talk on their messages/achievements)</li> </ul>	<ul style="list-style-type: none"> <li>➤ To instill the feeling of patriotism and national integration in students</li> <li>➤ To help them become worthy citizens and leaders of country</li> <li>➤ To make them know about Indian culture and tradition</li> </ul>	Patriotism National Integration Team Spirit Novel idea Freedom Secularism Devotion Creativity Respect for all religions Self-confidence  Nationalism Social responsibility Respect for elders Pride in cultural heritage Happiness
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7	Social Service Programmes	<ul style="list-style-type: none"> <li>➤ Environmental awareness/clean lines campaign</li> <li>➤ Poor meritorious students fund</li> <li>➤ Literacy Campaign</li> <li>➤ Helping the Helpage India, Organization and participation in the social welfare activities</li> <li>➤ Funds for blind school</li> <li>➤ Fund raising (Kargil war, Orissa flood, Gujrat Earthquake)</li> <li>➤ Neighbourhood Cleanliness drive</li> <li>➤ NCC</li> </ul>	<ul style="list-style-type: none"> <li>➤ To help others without any motive or expectation</li> </ul>	<p>Love</p> <p>Compassion</p> <p>Caring and sharing</p> <p>Concern for common good</p> <p>Team work</p> <p>Team spirit</p> <p>Social responsibility</p>
8	Students Clubs	<ul style="list-style-type: none"> <li>-Literary Club</li> <li>-Art &amp; Crafts</li> <li>-Home Science Club</li> <li>-Nature &amp; Environment Club</li> <li>-Science Club</li> <li>-Social Science &amp; Community Service Club</li> <li>-Math Club</li> <li>-Cyber Club</li> <li>-Commerce Club</li> </ul> <p>(Club activities include Lectures and demonstrations, quizzes, experiential activities Preparation and collection of models, charts, pictures etc. and discussions)</p>	<ul style="list-style-type: none"> <li>➤ To encourage student participation in various activities</li> <li>➤ To provide them exposure for varied experiences.</li> <li>➤ To satiate their innovative and creative urge</li> <li>➤ To appreciate literature, environment etc.</li> </ul>	<p>-Appreciation</p> <p>-Aesthetics</p> <p>-Creativity</p> <p>-Self-satisfaction</p> <p>-Confidence</p> <p>-Social responsibility</p> <p>-Concern for environment</p> <p>-Team Spirit</p>

## **Morning Assembly**

The first activity of BBMS is the Morning assembly. All the students and teachers assemble together in the hall in a week. The morning assembly is arranged in the hall for the senior students on other three days i.e. Tuesday, Thursday and Saturday. On the remaining three days, prayer is done near principal's office by a student which is broadcasted in all the classes through broadcasting system. It is followed by thought for the day. Thoughts are selected which have messages relevant for students and their age. Only positive thoughts are expressed. For better pronunciation, two words are pronounced in the morning assembly. Students consult encyclopedia and make efforts to select words under the guidance of a teacher. Talks by the students are given on any subject concerning education or on the theme of the day if it happens to be a particular day. The school prayer is taken from Gitanjali written by Rabindra Nath Tagore.

During examinations, prayer is done in the regional language. Saraswati Vandana is also sung everyday by the students. There are different types of song sung by the children i.e. patriotic folk song, special prayers for martyrs, grand parents, sick people and for doing well during the examination. Every day they meditate to improve mental capacity and to have satisfaction in life and peace of mind. Students often experience pains like stomach ache or back-ache or tooth-ache when they are excited on the sports field. They learn to control it through meditation. Meditation helps them to know what is happening all round and even within oneself. It develops sincerity, humility, patience, dedication, constant practice, an attitude of a seeker of knowledge, truth and awareness of our inherent diversity. Through meditation one feels divine presence and experiences peace and bliss. Meditation helps in one's transformation of the attitudes, nature and personality.

## **Yoga**

'Yogasana' mainly taught to the children not only to bring fitness and vigour to physical body but also harness the will and emotion to improve the power of analysis, insight and vision. It calms the mind and steadies the emotions. It sharpens the intellect which is the key to human progress. It brings the changes in personalities and lifestyles of the children. Yoga is a timeless pragmatic science evolved over thousands of years dealing with the physical, moral being and man as a whole. Through yoga the students are able to increase their power of concentration. Yogic exercise helps both in prevention and treatment of diseases.

It helps the students in providing relief from tension, strengthening of lungs, recovery from chronic fatigue and cure from the diseases, and having a trim figure. There are many yogasanas taught to the student like sidhasana and padmasana (keeps the spine erect), Vajarasana (helps in quick digestion) Halasana (helps the nervous system), Bhujangasana (makes the vertebrae of the spiral chord healthy) and paschimattansane (slow-down the metabolism of the body and helps in deep breath)

### **Fine Arts**

For every activity the school has a club In fine art club, the students are taught calligraphy, slogan writing, poster making, fabric painting and pot making They have inter and intra house competitions The students of the school participated in "on the spot painting competition organized by National Art Centre on November 23, 2000 for schools in Gurgaon Two students of the school won the first and second prizes There was also a district level painting competition organized by Danik Jagran on December 22, 2000 in which the first position was awarded to one of the students of this school. The school has been awarded many trophies in painting The students are very creative and imaginative They express their feelings through Art and get an inner pleasure The students visit Lalit Kala Academy, Ravindra Bhawan etc to broaden their out looks and to develop appreciation for art The students also make wall painting, canvas painting, batic and rangoli designs They also draw cartoons The students learn many things about art through study of nature and through their visits to emporia and historical places The Art teacher also gives theoretical knowledge about art, eminent artists, their life sketches, work and medium In rangoli the students make geometrical designs, border, corner on the ground and fill up with powder, petals, flowers, green petals, rice powder, saw dust and colours

### **Performing Arts**

Music has a great positive impact on the students It removes tensions and relieves fatigue and helps to improve students' academic performance In the school the teacher teaches solo, group song, vocal and community singing. Songs arouse feelings of devotion, patriotism, and love for nature Teachers makes the students know the fundamentals of Indian music and its three basic components – the bhaava, the raga and the taala The students learn its impact on feelings and emotions. Bhaava reflects feelings, moods or thoughts during singing, Raaga

expresses the feelings through tunes and taal is the rhythm. Music has a great effect on both the singer and the listener. Singing in groups increases the volume and strength of effect of the theme or tune of a song they sing. When they sing devotional songs it cleans their hearts. Music brings zeal and enthusiasm in them. It also provides relaxation of body and mind. It helps the students to collect their scattered thoughts and gain self-confidence and to build a good rapport between teacher and the students. The students learn different songs according to the need of the situation like celebration of various festivals, Republic day, Independence Day, Gandhi Jayanti etc. Dramas also develop confidence in the students. The students are encouraged to take part in plays. The topics of the plays are chosen according to their age group. Dramas help the students to learn to work with each other and imbibe values. Inter-class competitions are organized in the school of different age groups. Teachers and students work together as a team to produce plays. It bridges the gaps between students for teachers and makes teaching and learning a pleasant experience.

### **Games and Sports**

The games and sports keep the students physically fit and maintain mental balance as these bring a co-ordination between body and mind. The students get opportunity to play various games such as Cricket, Football, Hockey, Basket-Ball, Volley-Ball, Table-Tennis, Badminton, Kho-Kho and explore their interests. In athletics they have track and field games i.e. 100m, 200m, 400m, 800m, 1500m, 3000m, 5000m races, long jump, high jump, short put, Javelin and discuss throw, relay 100x400 m, 100m hurdles. The students are also provided training in Japanese Martial Arts like Tae-Kwondo and Karate. The main objective of the school is to motivate each and every student to participate enthusiastically in sports activities as it firmly believes that a healthy mind resides in a healthy body. As mentioned earlier, in the field of sports the school has shown a good progress as the students have always won laurels for their school by winning positions at the National, State and district level championships.

### **School Celebrations**

It is the responsibility of the four 'Houses' in the school to organize the celebrations. All the important festivals, Jayantis and days are celebrated by the students. The whole months of the year is divided in between the houses and the days and festivals which fall in months allocated to a particular house are celebrated.

by that house. The programme for each celebration in the academic session is given in the Syllabus and Activity Calendar in the Chronological order. The school celebrates Good Friday (Talk on good Friday), Ambedkar Jayanti (Talk on Dr. Ambedkar's contribution to our Indian society), Shivaji Jayanti (Talk on his life, message from the preachings of parshuram), Labour day (Inter house community service project, speech on labour day), Rishi Ved Vyas Jayanti (Inter-house Gita Shloka recitation competition, a talk on the life history of Ved Vyas and importance of Gita), World population day (A short skit in the assembly), Goswami Tuls Das Jayanti (Interhouse competitions, Champai-Gayan from Ramchritmanas) Raksha Bandhan (Inter house competition Rakhi making), Independence day (Inter house competition, flag hosting, speech by the principal), Teacher's day celebration (Quiz on Dr S Radhakrishnan), World Literary day (Project for promoting education of the Girl Child) Kritagyata Diwas (Grand Parents day celebration), Deepawali and Children's day (Interhouse competition, Rangoli-making, Kandeel making and Diya decoration), Guru Nanak Jayanti (Shabad competition), Id-ul-Fitar (Talk related to Id), Christmas (Highlighting the Christmas theme, Christmas carols), Lohri (Folk song competition), Lala Lajpat Rai Jayanti (Skit/incidents from his life), Basant Panchmi (Inter-house collage competition theme Mood of spring). Grand Parents Day is very special occasion where the grand parents are invited to the school. The students organize a programme in their honour. The grandparents also provide feedback about their grandchildren's behaviour and feel happy.

### **Literary Activities**

For literary activities the school has a literary club with the main aim of enabling the students to explore and satiate their creative and innovative urge and develop appreciation for literature. The literary club organizes lectures, debates, declamation contests and group discussions to develop confidence in the students to face the 'Adult world'. In literary field, the students participate at city, state, zonal and National levels.

### **Observations**

The school gives a feeling of learning environment as soon as one enters the school gate as there is a big idol of goddess Saraswati blessing the learners. Spontaneously, every one folds the hands and pays respects to the goddess. The school building and premises and the area outside the school is clean. The creativity

is at its best in the school. The paintings made by the students were not only large in numbers and beautiful but also presented various aspects of life. Discipline is another good aspect. Every activity is planned for the year, is in the knowledge of every teacher and student and is carried out as per schedule. Celebrations and functions in school were organized by students very effectively and the behaviour of participants and audience was appreciable. Visit to the library was worth it, as one feels happy to see students reading and working on the 'Internet'. The teachers and the principal were warm, polite and active without any touch of artificiality. Their interest in students was evident from the fact that the teachers wing Incharge\_/Co-ordinators for primary, middle and Secondary wings knew all the students. The school though full of activities was not noisy. Everybody in the school seemed to be enjoying their work.

## Chapter – 5

# ***Conclusions and Implications***

On the basis of interviews of the principals and teachers and the observations made in three schools namely Sardar Patel School, Uttam School for Girls and Blue Bells Model School, the following conclusions can be drawn which have implications for schools

1 All the three schools do not believe in inculcating values in students through preaching values or teaching values as a separate subject. The schools provide value education through all the activities including teaching of subjects, daily prayer, assembly, yoga, meditation, literary activities, sports, games, music, dance, drama, quizzes and clubs, celebrations, magazine, social service programmes, projects, interaction with eminent persons, visits/tours etc. and through behaviour of everyone in the school – Principal, teachers and other employees and the students. They try to involve parents and even grandparents also. The schools emphasise practice of values.

2 The managements of all the three schools take interest in the school offerings and encourage their Principals, teachers and students to plan and undergo various experiences.

3 The school prayer comprises Bhajans and Songs of different religions. Uttam School for Girls have prepared 'Prayer book' containing Bhajans drawn from various sources representing different religions and holy persons. The Sardar Patel School has a song book of devotional songs. When the students sing and pray collectively the messages touch their hearts.

4 The schools believe that community work helps a lot in developing in students concern for others and environment social responsibility, self-confidence, leadership and humanism. Therefore, these schools undertake a lot of social service programmes in the area of literacy, cleanliness, fund raising (for poor students, old, invalid and sick, and sufferers of natural calamities), social awareness and protection of environment etc. The students and teachers participate happily in their programmes and derive satisfaction. Through the neighbourhood programmes on literacy and cleanliness and other welfare activities, the Blue Bells Model School and Sardar Patel School have developed a healthy school community relationship.

5 The schools need to practise what they want their students to learn and imbibe. Teachers in all the three schools were found to take initiative in different activities and encourage students to take initiative and plan activities. At Blue Bells Model School all the teachers are involved in various activities. At Sardar Patel School also most of the teachers are involved in school activities. The students interact with teachers without inhibition and fear.

6 All the three schools have good academic standard and derive prestige out of it. The schools discourage the tuitions and the teachers help the academically weak students. At Uttam School-for Girls, every teacher adopts one or two students and continues monitoring their progress and helping them. The teacher also keeps in touch with parents. Such practices not only improve students' progress but also leave a strong mark on their personalities.

7 All the three schools presented a good example of discipline. At Sardar Patel School, the definition of discipline is elaborated in the prospectus for the knowledge of every one. The school does not believe to humiliating students in the name of discipline. The school differentiates between the "applause" and educated response and noise or indiscipline. This approach is also psychologically healthy.

8 In all the three schools, students participate in most of the activities – sports, drama, debates, quizzes, celebrations, campaigns, club activities and social service programmes etc. which make them confident, expressive and full of creativity. At Sardar Patel School and Blue Bells Model School the students take the responsibility of organizing most of the activities and therefore develop leadership qualities and team spirit. The schools have chalked out clearly the details of their activities and time frame etc. The Blue Bells Model School have even chalked out methodology of each activity in the school which is known to everyone including teachers, students and parents.

9 The schools lay a great emphasis on games and sports and provide facilities for a large number of sports activities. This is considered must for every student by the schools in order to develop healthy body and mind.

10 The schools have their method of ensuring maximum student participation in various activities. If Blue Bells Model School and Uttam School for Girls have House systems the Sardar Patel School has a system of Student Executive. The Houses inculcate values through two ways – one is through their names, colours and characteristics which symbolize values and other through students' participation.

in a variety of activities. The Student Executive at Sardar Patel School is constituted just like Constitutional Assembly of a state and performs functions also in a similar fashion for various school activities. Therefore, this student body is of the students, by the students and for the students. The representatives of the students executive are accountable. This seems to be a highly effective mechanism to inculcate democratic and constitutional values.

11. The students in these three schools learn to respect and appreciate all the religions, holy personalities and their teachings through prayers and the celebrations related to different religions. The students also learn to appreciate their cultural heritage and contributions from different parts of the country through activities related to food, dress, songs, dances, customs, festivals, exhibitions, painting, visits/tours and interaction with celebrities representing art and cultural fields etc. The students under the guidance of teachers explore, learn and make presentations related to various occasions.

12. In order to inculcate in students basic values related to Science, Environment, History, Art and Culture etc. Blue Bells Model School have formed a number of clubs. Science Club is also part of Uttam School for Girls for students to help them develop spirit of inquiry and to explore and experiment. These clubs provide students opportunities to work together and relate meaningfully to the world they live in.

13. The schools celebrate grandparents day which helps to develop love and understanding among students and their grandparents as well as students developing attitude for care and respect for grand parents.

Lastly, it could be concluded that all the schools inculcate values in students in their own way and adopt functional approach. All the school activities and practices contribute to value development. However, there is need for an integrated and planned approach. All the teachers can also act as value education teachers and they should be encouraged to perform such role. The students should be given maximum opportunities to plan, organize and participate in a variety of activities in order to help them develop character and personality. All the schools have some good practices which are effective for value development and are suitable to be followed/adopted by other schools. The need is just to be aware of those healthy practices.

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# Annexure I

## INTERVIEW SCHEDULE FOR PRINCIPAL

### *Part I*

#### General Information

- 1 When was the school established ?
  - (i) Less than 10 year
  - (ii) About 20 years-30 years
  - (iii) About 30-40 years
- 2 Type of School
  - (i) Government
  - (ii) Local body
  - (iii) Private aided
  - (iv) Private unaided
- 3 What is the name of the agency/trust/society that running the school
- 4 With what main objectives was it established ?
- 5 Upto which classes is education imparted here ?
- 6 What is the medium of instruction in school ? (Hindi/English)
- 7 Is it a
  - (i) boys school
  - (ii) Girls school
  - (iii) Co educational School ?

8 What is the total enrolment of students in the school

- i) Boys
- ii) Girls
- iii) Total

9. How many teachers do you have in your school ? ( M-----/F-----)

10. Do you have Guidance Counsellor in your school?

11. Is there any separate teacher for value education ? (Y/N)

12. Is there any subject teacher specially meant for Value inculcating ?

#### *Part II*

13 What according to you, are the special features of this school ?

- (i) Academic
- (ii) Sports
- (iii) Character development
- (iv) Social Service
- (v) Any other

14 What are the various activities undertaken in your school ?

#### Prayer

- Devotional Song
- Veda or Upanishad
- National Anthem
- Patriotic Song

- Community Singing
- Any other

### Assembly

- Do you have assembly daily/weekly ? Detail of the assembly proceedings
- Thought for the day
- Talk on theme of general interest
- Presentation of News of the day
- The activities which you do in the assembly did you do daily or different things on different day.
- Any other

### Fine Arts

- Drawing and painting
- Flower arrangement
- Clay work
- Paper work
- Rangoli
- Any other

### Performing Arts

- Drama
- Short-play/skit
- Mono-acting
- Music
  - Vocal
    - Solo
    - Group song
    - Community singing
- Instrument
- Dance
  - Solo
  - Group
- Folk music and Dance
- Any other

### Literary Activities

- Debate
- Stories – story writing/story telling
- Poems - Recitation/writing

- Collection of Quotations / sacred
- Writings/Mottos and Couplets
- Essay-Writing
- Any other

#### Games and Sports

- Meditation/silence
- Yoga
- Athletics
- Any other

#### School Celebrations

- Independence day
- Republic day
- Children's day
- Teacher's day
- Environment day
- Non violence day
- International peace day
- National Integration day
- Gandhi Jayanti
- International day
- Ambedkar Jayanti
- Any other

#### Social Service programmes

- N C C
- Environmental awareness Campaign
- Traffic awareness campaign
- Organization and participation in the social welfare activities
- Poor meritious students fund
- Literacy Campaign
- Helping the helpage India through donation collected in public by students
- Any other

#### Picnic and Excursion

#### Value based interactions

15 What type of value based interaction do you organise with the children ?

16. How do you involve parents towards inculcation of value in school children ?

17 How do you provide value based interaction among children ?

18 How far the programme of value education in your school is helpful to students ?

### ***Part III***

19 Is there a separate subject of value education in your school ? (Y/N)

20 Is there separate period for value education ? daily/weekly

21 Are there any books/syllabus on value education prescribed ? Y/N

22 From which standard do you start teaching value education ?

- Primary Class I -V
- Upper primary Class VI – VIII
- Higher Secondary Class IX – X

23. Whether the school conducts evaluation of value education subject.

24. In your view what is the impact of (behavioural changes) teaching value education on students in the school?

25. What are the difficulties faced by you in imparting value education through teaching as a subject?

26. On the basis of your experience would you like to give some suggestions for your schools?

## **Annexure II**

### **INTERVIEW SCHEDULE FOR TEACHER**

- 1      **Name of the Teacher**\_\_\_\_\_
- 2      **Classes taught** Elementary /Secondary/Senior Secondary
3.      **Subject(s) of teaching**
  - (i)      **What are the objectives of your subject of teaching ?**
  - (ii)      **What are the values which you try to inculcate through your subject of teaching ?**
  - (iii)      **How do you try to inculcate these values through teaching of your subject ?**

4. **Involvement / supervision of other school activities**

**Activities**

**Type of Involvement**

**Prayer**

- Devotional Song
- Veda or Upanishad
- National Anthem
- Patriotic Song
- Community Singing
- Any other

**Assembly**

- Do you have assembly daily/weekly ? Detail of the assembly proceedings
- Thought for the day
- Talk on theme of general interest
- Presentation of News of the day
- The activities which you do in the assembly did you do daily or different things on different days
- Any other

**Fine Arts**

- Drawing and painting
- Flower arrangement
- Clay work
- Paper work
- Rangoli
- Any other

**Performing Arts**

- Drama
- Short-play/skit
- Mono-acting
- Music
- Vocal

Solo

Group song

Community singing

○ Instrument

Dance

Solo

Group

○ Folk music and Dance

○ Any other

#### Literary Activities

○ Debate

○ Stories – story writing/story telling

○ Poems - Recitation/writing

○ Collection of Quotations / sacred

○ Writings/Mottos and Couplets

○ Essay-Writing

○ Any other

#### Games and Sports

• Meditation/silence

• Yoga

• Athletics

• Any other

#### School Celebrations

▪ Independence day

▪ Republic day

▪ Children's day

▪ Teacher's day

▪ Environment day

▪ Non violence day

▪ International peace day

▪ National Integration day

▪ Gandhi Jayanti

▪ International day

▪ Ambedkar Jayanti

▪ Any other

#### Social Service programmes

○ N.C.C

○ Environmental awareness Campaign

- Traffic awareness campaign
- Organization and participation in the social welfare activities
- Poor meritorious students fund
- Literacy Campaign
- Helping the helpline India through donation collected in public by students
- Any other

#### Picnic and Excursion

- (i) What are the objectives of these activities ?
  
- (ii) How these activities are practiced in your school ?  
(Inputs and methods)
  
- (iii) How these activities are useful to the students?
  
- (iv) How you observed any changes in the student? If yes, give detail
  
- (iv) What are the different values, do you think , are inculcated through these activities ?

## **Annexure III**

### **Observation Schedule**

While making a survey of Value based activities in the School and conducting the interview with the principals and teachers it is felt necessary to observe the following activities

1 Name of the activity?

2 Educational objectives being achieved through activity

3 Personnel involved in the activity

- (i) Principal
- (ii) Vice Principal
- (iii) Teacher
- (iv) Student
- (v) Any other

4 Manner of conducting the activity

- (i) Opening and concluding session

(iii) Overall environment

!

5 Community participation in the activity

6 Role of

- (i) Principal
- (ii) Teacher
- (iii) Student
- (iv) Administrator
- (v) Any other

7 Degree of commitment involved in executing the activity

!

- (i) Above average
- (ii) Average
- (iii) Below average

8 Impact of the activity

- (i) Above average
- (ii) Average
- (iii) Below average

9 General Observations

